

PEDAGOGICAL FOUNDATIONS OF FORMING A SENSE OF NATIONAL PRIDE
IN MEDICAL STUDENTS THROUGH THE TEACHING OF THE COURSE “THE
CONTEMPORARY HISTORY OF UZBEKISTAN”

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Abstract. *The paper addresses the purposeful cultivation of patriotism and national pride in students of medical higher education institutions through the teaching of the course “The Contemporary History of Uzbekistan”. The methodological basis of the study is the unity of the competence-based, axiological and learner-centred approaches combined with professional identification. It is argued that in a medical curriculum history should not be delivered as an additional load but as the humanitarian foundation that reinforces professional competences: the historical experience of public health, primary care, sanitary culture and crisis management gives patriotism a concrete professional content. The novelty of the work lies in substantiating patriotic education through an integrated didactic model that links the content of the course with clinical and ethical situations meaningful to medical students. A three-stage instructional logic — cognitive, interpretive-practical and reflective-evaluative — is proposed, together with activity-based assessment indicators that make it possible to assess historical thinking, civic reasoning and professional responsibility instead of attempting to measure feeling directly.*

Keywords: *contemporary history; medical education; patriotism; national pride; civic competence; historical thinking; interdisciplinary integration; didactic model; activity-based assessment.*

INTRODUCTION

The task of educating future medical specialists in a spirit of patriotism is most often approached through general moral and educational events held alongside the curriculum. In a contemporary system of higher education, however, this task has to be embedded in the content and the teaching methodology of particular subjects and realised through competences tied to learning outcomes. The course “The Contemporary History of Uzbekistan” is capable of serving medical students not merely as a source of a sequence of historical events, but as a field in which social responsibility, professional duty, human dignity, public health and cooperation with state institutions are understood in depth through historical experience. Presenting patriotism in this context not as a declarative or emotional state but as a stable system of values bound up with civic responsibility, dedication to the profession and social solidarity is therefore both a scientifically and a methodologically sound approach.

The problem addressed in the paper is that the educational potential of the course has not been systematised in a form usable by the teacher: the selection of content, the choice of methods and the criteria of assessment are not linked to one another, and patriotic education is consequently assessed, if at all, through general judgements of the kind “brought up well or badly”. The aim of the study is to substantiate the pedagogical foundations of forming a

sense of national pride in medical students through the teaching of contemporary history and to propose an integrated didactic model together with a system of activity-based assessment indicators.

MATERIALS AND METHODS

The study is theoretical and rests on the unity of three approaches. The competence-based approach defines the achievements of the student that are observable in real life and in professional activity [1]. The axiological approach explains the mechanisms by which values are selected, internalised and adhered to. The learner-centred approach places the individual life experience of the student and the capacity for self-analysis at the centre. These three approaches were combined with the deontological norms specific to medical education, which gives patriotism a set of concrete substantive markers: a correct understanding of the interests of the health-care system, dedication to patients and to the population, protection against communicable disease, the promotion of a culture of prevention, and the ethics of medical care. Methodologically, the work employs conceptual analysis of pedagogical sources, comparative analysis of approaches to history teaching [2; 3], documentary analysis of curriculum content, and modelling of the instructional process; the theory of contextual learning in higher education provided the framework for relating a humanitarian subject to professional training [4].

RESULTS

The specific character of medical students had to be taken into account: they think predominantly within the natural sciences, their time is severely limited, and their curriculum is dominated by professional subjects. It follows that the topics of contemporary history should be opened up in contexts that are directly relevant to them — social well-being, the dynamics of population growth and decline, the development of sanitary culture, the growth of medical institutions, management in emergency situations and the modernisation of the health-care system. At the same time the distinctively historical modes of thinking — critical reading of a source, establishing cause and effect, comparing alternative scenarios, accounting for the evaluation of social decisions — have to be formed deliberately, since it is these that later merge with careful treatment of the patient, evidence-based clinical decision making and a sense of ethical responsibility [3].

On this basis an integrated didactic model is proposed whose core is a three-stage instructional logic (Table 1). Patriotism is thereby converted from a declarative formula into a quality manifested through professional service.

Table 1

The three-stage model of forming national pride in the course “The Contemporary History of Uzbekistan”

Stage	Didactic aim	Student activity	Assessment indicator
I. Cognitive	Systematic knowledge of the principal processes, institutional reforms and social change	Structuring the material; building a chronology of reforms in the social sphere	Accuracy and completeness of the reconstruction of a process

Stage	Didactic aim	Student activity	Assessment indicator
II. Interpretive-practical	Distinguishing historical evidence from subjective evaluation	Work with documents, official addresses, statistics, the press of the period and memoirs; case analysis; mini-research	Degree of reliance on evidence; correctness of the causal chain
III. Reflective-evaluative	Relating professional identity to the real needs of society	Reflective essay or project answering the question “what can I, as a doctor, do for the health of the country?”	Justification of alternatives; application of ethical criteria; definition of the public interest

The selection of content proved decisive. Revealing the historical logic of reforms in the social sphere, in education and in health care, and substantiating their effect on the standard of living with precise evidence, fills patriotism with genuine content. The historical experience of health-care infrastructure, the primary care system, disease prevention and epidemiological security is of direct significance for medical students. It is essential, however, that this material be analysed not only from the standpoint of achievements but also from that of problems, resource shortages, the difficulty of management decisions and medical-ethical complexity. Only then is patriotism formed in unity with critical thinking and a responsible civic position; otherwise the notion remains a verbal acknowledgement and does not become a personal conviction.

Among didactic instruments, problem-based learning and the case method proved particularly effective with medical audiences. Within the context of a given historical period a case on decision making in the field of public health can be constructed: the social situation, the available resources, the demands of the population and the possibilities of administration are given, and the student compares different solutions on the basis of historical sources and evaluates their probable consequences. Such classes remain within the boundaries of the discipline of history while forming the responsibility and the evidence-based culture characteristic of medical reasoning, and patriotism acquires the concrete meaning of placing the interests of the population above all else. Mini-research assignments are equally productive: comparing archival documents on the local history of health care, oral interviews and quantitative data, the student produces a short scholarly conclusion, and in the process develops academic integrity, source referencing and bibliographic skill [1].

Discussion

Assessment is the most delicate point of patriotic education, since values cannot be measured directly. The object of assessment must therefore be not the feeling itself but the products of activity that express historical thinking, civic reasoning and professional and social responsibility: the extent to which the student relies on evidence in analysing a source, the ability to construct a causal chain correctly, the capacity to justify alternative decisions, the application of ethical criteria to a historical situation, and the correct definition of the public interest in a reflective essay or project. This approach is also sound from the standpoint of the requirements of the Higher Attestation Commission, since it expresses learning outcomes through explicit indicators and avoids subjective verdicts. International

educational research likewise recommends activity-oriented indicators for the assessment of civic and value competences [5; 6].

The implementation of the model depends heavily on the methodological preparation of the teacher, which involves adapting historical material to a medical audience, organising interdisciplinary dialogue rationally and creating an ethically careful climate of discussion. Where the teaching support includes a reading list matched to the medical context, a collection of sources and a bank of case assignments, the quality of students’ independent work improves markedly. International experience records that the integration of humanities with professional education strengthens learning motivation and makes it possible to link specialism with social responsibility [4; 7]. The limitation of the study is its theoretical character: the proposed model and indicators require empirical verification in the educational process of medical institutions.

CONCLUSION

Turning the course “The Contemporary History of Uzbekistan” into an effective instrument of patriotic education in medical higher education requires three conditions to work together within a single didactic system: the professional relevance of the content, the problem-based and source-grounded nature of the teaching methods, and the orientation of assessment towards the products of activity. The proposed integrated model makes it possible to transform patriotism from an empty declarative formula into a stable value formed in unity with civic responsibility and the social duty of the physician; as a result, historical thinking, ethical sensitivity and commitment to the interests of society are combined in the professional formation of the medical student as measurable learning achievements.

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